

KS3 Curriculum Plan 2022-2023

	LP1	LP2	LP3	LP4	LP5
TOPIC	Foundations in Music	Foundations in Music 1 - Rhythm	Instruments of the Orchestra	Music of the Caribbean	Gamelan of Indonesia
Knowledge	7 lessons All pupils will begin their journey as KS3 musicians. Beginning with a study of the elements of music and western traditional notation with a focus on pitch.	7 lessons A study of the elements of music and western traditional notation with a focus on rhythm.	7 lessons Applying knowledge learned in LP1 through different Western Classical tradition with a focus on the orchestra.	7 lessons Exploring music of the Caribbean through Calypso and Reggae.	7 lessons Exposing pupils to a culture much different to our western traditions to allow them to understand how music can mean different things to different people.
Skills	<p>Knowledge of notes on the staff will be demonstrated through a variety of tasks to develop confidence:</p> <ul style="list-style-type: none"> •Speed reading •Words in the staff •Reading triads – major and minor •Notes within melodies •Using the note trainer in class and for homework <p>Knowledge of rhythms will be demonstrated through:</p> <ul style="list-style-type: none"> •Drawing rhythmic ostinati for single sound/unpitched percussion instruments •It All Adds Up worksheets for homework •Composition for small ensemble in rondo/ternary form <p>Knowledge of keyboard and unpitched percussion. Understanding and reading more complex musical notation.</p> <p>Knowledge of the orchestra will be demonstrated through:</p> <ul style="list-style-type: none"> •Pupils being able to recall the four families and instruments within including aurally recognising them. •An ability to perform a part within an ensemble. •Composing ideas using scales. 				
Key Vocab	Pitch, Timbre, Dynamics, notation, clef, staff,	Duration, Tempo, Texture, rhythm, crotchet, quaver, semiquaver, minim, beat, pulse.	Melody, chords, harmony, pulse, string, percussion, brass, woodwind, timbre, sonority.	Mento, Ska, Rocksteady, Reggae, Off-beat, Syncopation, Triadic.	Slendro, Pentatonic, Polyphonic, Percussion, Gong.

	LP1	LP2	LP3	LP4	LP5
TOPIC	Samba of Brazil	The Blues	History of Popular Music	Band on the Wall 1:3 chord pop	Music Technology 1
Knowledge	7 lessons The overarching theme/link for LP1 and LP2 is the slave trade which took African people to the Americas and influenced the music of these regions. Key concepts are core to these styles i.e. syncopation and call & response.	7 lessons The overarching theme/link here linking LP1 and LP2 is the slave trade which took African people to the Americas and influenced the music of these regions. Key concepts are core to these styles i.e. syncopation and call & response.	7 lessons A journey through popular music of the 20th century and how styles and genres developed and changed through each decade.	7 lessons Pupils will go through the motions of being in a band; listening and understanding and learning the parts of a song, rehearsing and performing to an audience.	7 lessons Developing their knowledge of a DAW through a variety of tasks akin to real-world situations.
Skills	<p>Within the learning programmes, pupils focus on:</p> <ul style="list-style-type: none"> •a knowledge of this high-energy, polyrhythmic style using syncopation, complex rhythms, call and response and improvisation. •Performing a part within a small ensemble for unpitched percussion •Composing ideas within a structure demonstrating a knowledge of the elements of the style. •Drawing of rhythmic notation. •Knowledge of the instruments and key characteristics of blues music including different styles. •Understanding of the 12-bar blues chord progression used throughout the blues •Demonstrate a knowledge of a blues melody including syncopation and call and response •Use a scale to demonstrate improvisation. 				
Key Vocab	Polyrhythm, percussion, syncopation, call and response, improvisation, beat.	12-bar, syncopation, call and response, blues scale, 7th chords, swing.	Rock 'n' Roll, rock, punk, dance, hip-hop, heavy metal, Britpop, grunge, instrumentation, reverb, stereo, distortion, strophic.	Structure, verse, chorus, chords, bass line, drum beat, rhythm, strumming, drum fill.	D.A.W, quantise, track, effects i.e. reverb, sample, sequence, tempo, metronome.

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TOPIC	Film Music	Band on the Wall	The 4-Chord Song	Music Technology 2	Summer Projects
Knowledge	7 lessons Exploring how the use of music in film can enhance the viewer's experience and how the use of motifs and themes are integral to developing a story line/narrative with key characters.	7 lessons. Similar to BOTW 1 in Y8, pupils will again through the motions of forming a band and the challenges that come with rehearsals ready for a performance.	We will focus on a standard chord progression that has been used extensively throughout pop music for decades, composing their own version.	Developing their knowledge of a DAW through a variety of tasks akin to real-world situations.	Pupils will be provided with opportunities for their final learning programme to demonstrate their knowledge gained over the 3 years.
Skills	<p>Pupils will demonstrate:</p> <ul style="list-style-type: none"> •Ability to play within an ensemble with a focus on technical control, expression and fluency. •Knowledge on composing using a 4-chord progression adding parts to develop the texture within a pop style. •An understanding of film motifs and themes and how the music supports the video to create an effect/mood •Perform and compose their own film motifs/themes in response to a brief. •Recreate music using a DAW creating, handling and manipulating sound sources. 				
Key Vocab	Motif, DAW, effects i.e. reverb and delay, quantize, movie track, samples.	Structure, verse, chorus, chords, bass line, drum beat, rhythm, strumming, drum fill.	Chords, progression, beat, tempo, verse, chorus, sequence, D.A.W., quantize, strumming, rhythm, bass.	D.A.W, quantise, track, effects i.e. reverb, sample, sequence, tempo, metronome.	